Attitudes, Values & Interests

→ Attitude formation — 15

→ Attitude change — 20

→ Theories
- a) Cognitive Dissonance Theory — 20
- b) Attribution Theory — 20
- c) Balance Theory — 10
- d) Congruity Theory — 10
- e) Social Judgement Theory — 10
- f) Reinforcement Theory — 15 (cc & Ic)

→ Attitude & its characteristics — 15

→ Attitude Behavior link — 15

→ Components of attitude — 10

→ Attitude Measurement
- → Problems & challenges — 10
- → Thurstone vs Likert Scale — 10

→ Values & their characteristics — 10

→ Value Development (particularly in children) — 15

→ Value vs Attitude — 10

→ Interest & its characteristics — 10

→ Development of interest — 10

* Attitude → learned enduring predisposition to respond consistently either in favourable or unfav. manner towards objects, events and/or persons (Newcomb)

⇒ Krech & Crutch field ⇒ Attitudes are enduring organisation of motivational, emotional, perceptual & cognitive processes w.r.t. some aspect of individual's world.

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SHOUT
SHARE
IT

~~Characteristics~~

* Characteristics of Attitudes

(i) Learned → acquired as a result of socialization

(ii) Enduring → not subject to easy change
consistent; relatively permanent

(iii) They conform to the principle of consistency
(if not then dissonance would be formed)

(iv) Reflect our response readiness

(v) They are expressed through verbal & non-verbal beh.

(vi) They are evaluative judgements

(vii) They can be held by the individuals as well as the groups

(viii) Attitudes are held because they perform some function for the holder.

(ix) Attitudes vary in degree & direction.

(x) They imply subject - object relationship.

(xi) Attitudes are communicated.

(xii) Expression of attitude ~~is~~ in principle is intelligible.
(will be seen even if the person does not want to show the ~~attid~~ attitudes)

* Components of Attitudes

(i) Cognitive component ⟶ individual's a) perceptions
b) beliefs
c) ideas
d) &/or opinions
⇓
regarding
Attitude
object

→ These may or may not be factually correct.

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(ii) Affective Component → individual's emotions & feelings regarding attitude object

→ sympathetic nervous system activities

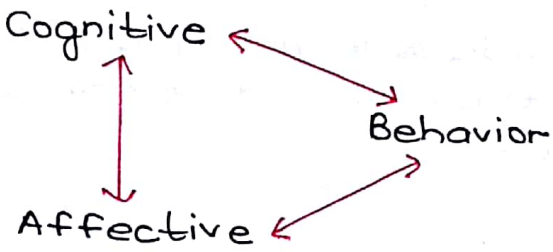
→ can be measured through measurement of physiological arousal.

→ It provides the individual the energy for action.

→ an evaluative tool

→ mixture of +ve & -ve feelings towards the attitude object.

Affective Component ⟷ Cognitive Component [Reciprocal Relationship]



Affective Comp. → ⊕ / ⊖ } ⇒ Rational & Irrational

-ve & irrational ↓ Prejudice

(iii) Action Tendency Component → reflects response readiness of an individual

→ behavioral predisposition

→ tendency to respond toward Attitude object in specific ways

→ tendency may or may not manifest in the form of an overt response.

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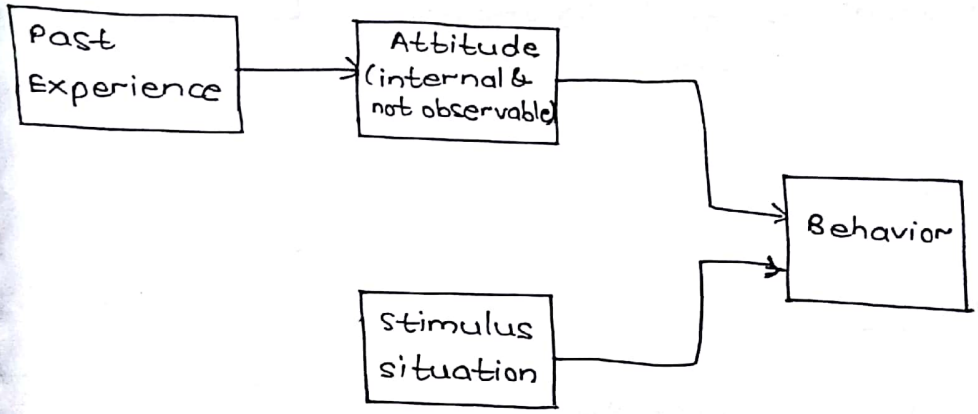
These 3 component are so fused ⟶ They make attitude a unitary variable

⇒ 3 components are generally consistent with one another

⇒ These 3 components are also generally consistent with the surrounding environment.

15-Mar-2019

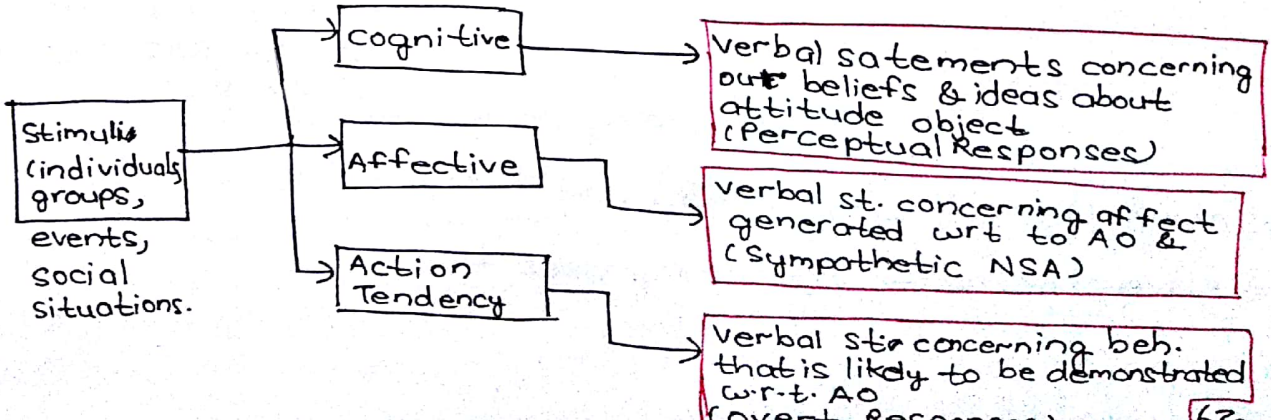
Attitude as Intervening Variable



⇒ To predict someone's beh, we need to know the attitude

⇒ To predict beh. through attitud ⟶ stimulus situation should be constant.

* Systematic Representation of Att.


Stimulus (individuals groups, events, social situations.
Cognitive
Affective
Action Tendency
Verbal satements concerning beliefs & ideas about attitude object (Perceptual Responses)
Verbal st. concerning affect generated wrt to AO & (Sympathetic NSA)
Verbal str concerning beh. that is likely to be demonstrated w.r.t. AO (Covert Responses)

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(ii) Valence → deg. of positivity & negativity wrt AO

(iii) Multiplexity

↳ No. & kind of ~~comp~~ factors making up the attitude component.

(Dimensions of the 3 components)

* Relationship between cognitive & affective component

↳(i) Cognitive Label Schachter & Singer

cognition affecting Affective comp.

- Event → Arousal → Label is given → Emotion acc. to the label

- Attribution
- Interpretation

(ii) Memory → Schema

Event → Schema pertaining to that event activated → emotions

(iii) Expectation

* Emotions influencing cognition

(i) In life we have information overload & time is less → so if we start having +ve emotions about something ↓ This would lead to establishment of beliefs

⇒ Attitude acting as a heuristic.

⇒ Advertisement Industry uses this.

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(ii) Mood Congruence

In a sad mood → I will access sad memories

" " happy " → " " " happy "

(iii) Priming

eg. It can be 13 or B

13

⇒ More creative thoughts come in +ve mood (There is evidence for it
But no such evidence for less creativity in -ve mood)

---

* Attitude-behavior link

(i)
→ LaPiere

→ A Chinese couple & LaPiere → visited 251 hotels in 1930s (a period of anti-Chinese attitude in America)

⇒ Only in 1 Hotel out of 251, Chinese couple was mistreated

• After this, Lapiere sent questionnaire to the Hotels asking → "Are Chinese guests Welcome?"

→ 92% replied No

⇒ **Attitude & behavior link is weak**

(ii) DeFleur & Westie

↳ studied 250 white American students

↳ Based on their anti black attitude, divided them into 2 groups

↳ (i) High in prejudice

↳ (ii) Low " "

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- They were asked - "Would you like to be photographed with blacks of opp. gender?"

- Those who said yes, they were asked

  ⇓

  "What kind of exposure for anti-segretation campain whould you like this photograph to be used for?"
  (local to National)

⇒ 25 % subjects behaved in an attitude discrepant manner.

In these 25 % → Some with HP allowed for national level

→ " " LP " only for local level.

∴ Attitude behavior link is weak

- Highest level of proximity / intimacy towards a group (as opposed to prejudice) → When you feel that you can marry this kind of person.

- In first example, the hotel staff did small thing eg. not giving welcome drinks to Chinese guests → The question asked was subjective; objective question should have been asked.

- In second example → Maybe some people just wanted to get their picture at the national level. Here also the questions were not directly related to the prejudice and were subjective.

⇒ Both studies do not prove anything.

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* Fishbein

eg. Q) Do you support greater facilities for aged people?
↳ Most people will say 'yes'

But if a bill is brought to tax young people for this
→ Most of them might vote against it.

* Thus, questions asked in the previous studies were not directly related.

Fishbein concluded that there is no good reason to believe that an overall attitude towards an object will necessarily predict specific behavior. This is because attitude is a hypothetical concept abstracted from totality of person's beliefs, feeling and behavioral intentions regarding the object. Thus, any isolated behavior may be unrelated or even -vely related to overall attitude. We will get success in predicting the behavior by measuring attitude only when we measure attitude towards specific behavior.

* Factors affecting attitude behavior link

(i) Attitude Specificity → More specific attitude → ⅛ better att-beh link

(ii) Attitude Relevance

Individual —Attitude→ Goal

⇒ Attitude will be adopted by the individual as long as it remains a means towards the goal

⇒ The day a substitute comes, this positivity towards the attitude would be reduced.

(iii) Attitude strength

→ The stronger the att. → stronger is att.-beh. link

→ Att. developed through direct experience are stronger than those developed through indirect experience.

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(iv) Attitude accessibility

↳ Some attitudes are in the unconscious → still they influence our beh. (Inaccessible)

↳ eg: mood swings are unconsciously driven

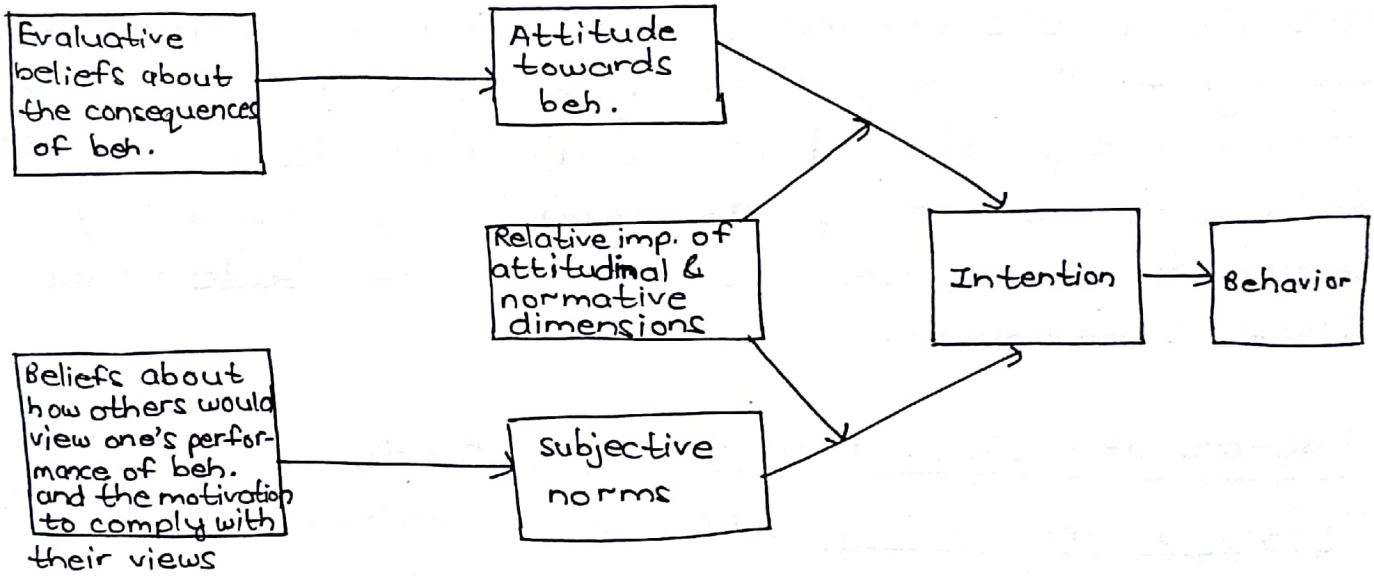
↳ More accessible attitude → stronger attitude-behavior link.

(v) Situational factor

↳ Social comparison leads ~~to~~ to change in ~~beh~~ attitude.

16-Mar-19

Theory of Reasoned Action


Evaluative beliefs about the consequences of beh.
Attitude towards beh.
Relative imp. of attitudinal & normative dimensions
Intention
Behavior
Beliefs about how others would view one's performance of beh. and the motivation to comply with their views
Subjective norms

(i) Value

(ii) Expectancy
(chances of reaching the goal)

• Cost Benefit Analysis

Q) Why social change in India is tough?

Ans=a) We want feedback from others

b) Our self is societal self, collectivist self

c) Archaic attitude

d) Need for Achievement is less but need for power is more.

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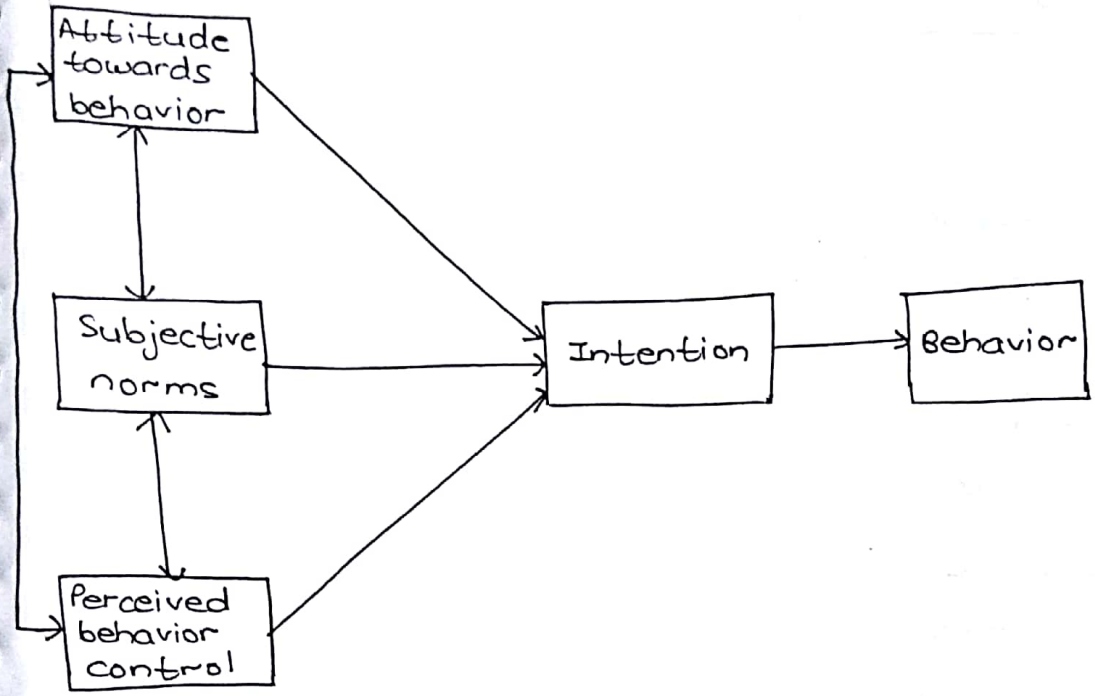
→ Self Efficacy (Bandura)

→ Value & Expectancy (Rotter)

⇒ This can explain poor ~~performance~~ participation of Indians in sports



- Perceived behavior control ⟶ dimension of self-efficacy

* Attitude Formation Mechanisms

(i) Reward & Punishment

(ii) Observation Learning

(iii) Social Comparison (no pressure from the group, individual herself does this)

(iv) Conformity pressure (pressure from the group)

(v) Identification & Imitation

In any attitude formation ⟶ Value & Expectancy

(vi) Role playing

(vii) Trial & error

Agencies ⟶ Family, workplace, religion, school, etc.

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• Some weak attitudes can be developed through subliminal conditioning → but to make it strong, other mechanisms would be required.

* Attitude Change

(i) Degree
(ii) Direction
(iii) Degree & Direction

(i) Degree

+ve more +ve
-ve more -ve

more -ve less -ve
more +ve less +ve

(ii) Direction

+ve to -ve
-ve to +ve

(more difficult as compared to degree change)

(iii) Degree & Direction

10 deg. -ve to 20 deg. +ve

• Knowledge of 2 things in imp. in any attitude change:

(i) Attitude held
(ii) Function it performs

(i) Knowledge of pre existing attitude will enable us to decide:
(a) what kind of source would serve as a credible source.
(b) " " " " will be perceived as attractive and powerful source.

637

(E)
(d)
(e)
(f)
(g)
(ii) Fu
a) Ne
b) Kn
c) Ego
↳ u
↳ w
⇒ Attit chan
⇒ Prej bee
⇒ Prej will

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(c) Knowledge about held attitude will help us to decide what level of message discrepancy should be used.

(d) It would help us to decide what kind of fear appeal should be used.

(e) Whether to use one sided or two sided appeals.

[only pros or both pros & cons]

(f) Whether to draw conclusions or not.

(g) It would help us to know imp. receiver characteristics like:

(i) Intelligence level

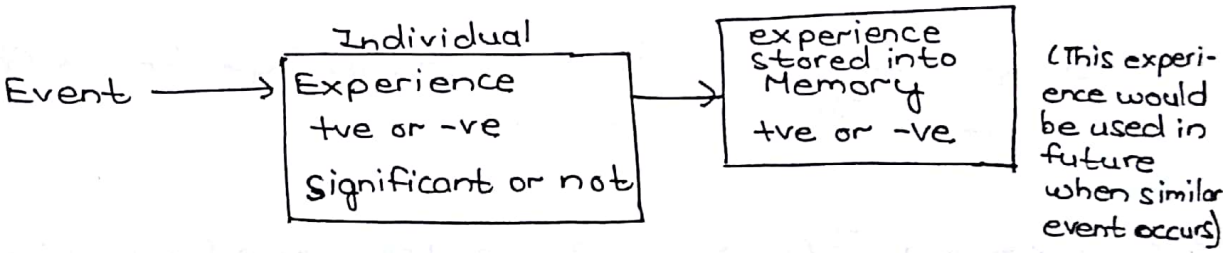
(ii) Personality profile

(iii) Culture that they hail from → cultural barriers

(ii) Function it performs

a) Need satisfaction or want satisfaction function

b) Knowledge function (also called as understanding function)



c) Egodefensive function

↳ unconscious mind (attitudes held in unconscious mind)

↳ When esteem would be attacked → person would become defensive

↓

Excuse

(blame transfer)

(denial)

⇒ Attitudes become prejudices when they become irreversible to change

⇒ Prejudices are the psychological crutches used by people who have been crippled by life encounters.

– Alport

⇒ Prejudice will prevent your self esteem from going low and will reduce your insecurity.

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Ego defensive attitudes are ~~very tough~~ toughest to change.
(This would require complete restructuring of personality)
⇒ Insecurity → Adler & Horney

d) Value Expressive function

↳ ego promotion
↳ ~~denial~~ when the attitude expresses the value
↳ They promote reputation & self esteem

* Theories of Attitude change

(i) ~~Consis~~ Consistency ~~Theory~~ Theories → Festinger's Cognitive Dissonance Theory

(ii) Equilibrium Theories → a) Balance Theory (Heider)
b) Congruity "
(Osgoods, Suci & Tannenbaum)

(Sometimes, consistency is included in Equilibrium Theories)
Theory

(iii) Perceptual Theories → a) Self Perception Theory (Daryl Bem)
b) Attribution Theories
c) Social Judgement Theory
(Sherif etal)

(iv) Reinforcement Theories → a) Classical Conditioning
b) Instrumental "
c) Observation Learning

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*Consistency Theories

Festinger's Cognitive Dissonance Theory.

It is a very popular consistency theory of attitude change for 2 reasons:

(i) It offers the general theory of human social motivation.

(ii) The breadth of application of this theory exceeds any other consistency theory.

3 Basic Principles

(i) Dissonance being psychologically uncomfortable, motivates the person to take steps to reduce dissonance & achieve consonance and avoid situations that would increase dissonance.

(ii) The magnitude of dissonance increases as the importance or the value of the element causing dissonance increases.

(iii) The strength of the pressure to reduce dissonance is the function of magnitude of dissonance.

18-March-2019

* Dissonance → -ve drive state that occurs when an individual holds two or more cognitions or attitudes that are psychologically inconsistent

→ Even inconsistent cognitions however may fail to produce dissonance if they do not result in mutually incompatible behavioral implications.

(C) Cognitions C_1 vs C_2
(A) Attitudes A_1 vs A_2
(V) values V_1 vs V_2
C vs Beh.
A vs Beh.
A vs V
} Dissonance

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Dissonance → Discomfort → Action
(conflict) (to reduce discomfort)

The dissonance will be higher:

a) When the individual is himself responsible for producing the dissonance (feels personal responsibility)
(Brehm & Wicklund)

b) Aronson → Inconsistency bet. self concept & cognitions about the behaviors that violate the self concept.

*How to reduce dissonance

a) Direct Method → attempts to reduce attitude behavior discrepancy.

(i) Change the attitude
(ii) " " behavior
(iii) Add info. to support the existing attitude
(iv) Trivialization
(play down the importance of dissonance producing elements)

b) Indirect Method

Basic discrepancy bet. attitude & behavior is intact & the attempt is to reduce unpleasant feelings generated by dissonance.

(i) Reliance on drugs, alcohol, etc.
(ii) Meditation
(iii) Self affirmation
↳ restoring +ve self image that is threatened by dissonance
(focus on +ve things about yourself)

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Application of Cognitive Dissonance Theory

(i) Decision Making
(ii) Forced compliance
(iii) Justification of effort

(i) Decision Making → conjunctive model of DM, Elimination by aspects, etc.

If out of 3 options → A, B, C → one is chosen
↓
Post decisional dissonance

To avoid Post Decisional Dissonance, you will meet people who will praise your choice.

⇒ To make good decisions → Satisficing

(ii) Forced Compliance

↳ Festinger & Carlsmith

2 groups of subjects

Grp I ⇒ Boring Task → response sought → Extremely boring → Paid 1$ to tell the subjects waiting outside that the task was interesting.

Grp II ⇒ Boring Task
↓
Same thing but they were paid $20 for it

⇒ When attitudes were measured again:

Subjects paid $1 → ~~no~~ change in attitude
" " $20 → No change

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This is against Operant conditioning.

for $1, telling a lie was dishonourable but not so for $20

People who got $20 had a justification → so no attitude change.

∴ This is called Less leads to more.

- Attitude that 'lying is bad' is required to produce dissonance in this experiment.

(iii) Justification of Effort

↳ You got the membership of club after hell & high water.

↳ If the club is found to be boring → people will not quit as they have to justify the effort.

* Critical Evaluation

Dissonance Theory must be given credit for being exciting & influential enough to create hundreds of followers & even opponents. It is much broader in its application than other consistency theories. It is particularly applicable to choice beh. in conflict situations. Diss. experimenters have become known for their ingenious experimental procedures & for their intriguing non obvious hypothesis, for instance, inverse relationship of dissonance to incentive size in 1$ vs 20$ forced compliance situation. It must however be said that some experiments done by dissonance theorists raise the problem of believability & ethics of deception.

Many criticisms revolve around dubious methodological practices such as discarding of some

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subjects or the citation of marginally significant findings. The most imp. criticism relates to the difficulty in making clear cut predictions from the theory for specific situation. This difficulty arises because the same situation may create diff. amount of diss. in 2 individuals who have diff. prior cognition & that the diss. can be reduced in many diff. ways & even in several ways at once These difficulties are usually overcome in the exp. by creating a situation in which crucial cognitions are relatively clear cut & in the process most of the ways of reducing diss. are blocked, so that clear cut predictions can be made & tested but in everyday situation of life, it is very difficult to tell what prior cognition a person has or what way of reducing diss. is most likely. Thus, specific predictions are on shaky ground except in relatively rare or artificially controlled situations.

Equilibrium Theories

* Balance Theory

↳ Heider

↳ explores relationship bet. 3 entities

Person	P
Other "	O
Impersonal Object	X

⇒ We are concerned with P's subjective environment

P — O (+ve or -ve)
P — X "
O — X "

} 3 relationships

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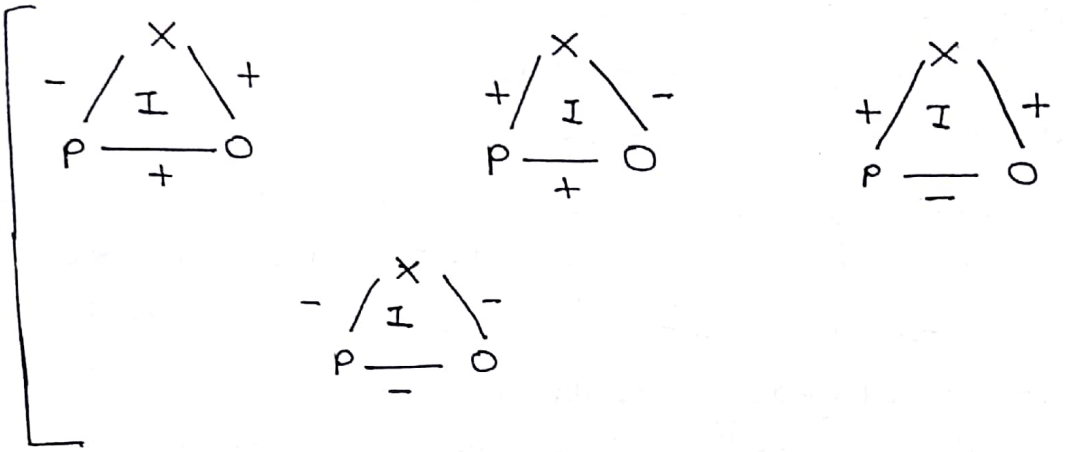
+ve → like

-ve → dislike

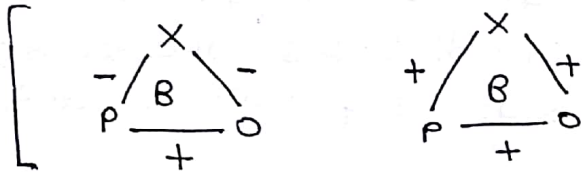
+ + −
− − − > Imbalance

+ + +
− − + > Balance

Imbalance



Balance



It will consider P's perspective (not O's).

⇒ Attitude that will be changed to create balance ⇒ Attitude that would require least effort for changing.

* Criticism

(i) ⇒ Limited applicability

(ii) Over simplified

(iii) Life involves not 3 but multiple entities & multiple relationships bet. them.

(iv) In life, likes or dislikes have degrees (Here it is in absolute terms)

(v) In life, agreement over significant beh. that are more imp. than likes of dislikes in att. or beh. change.

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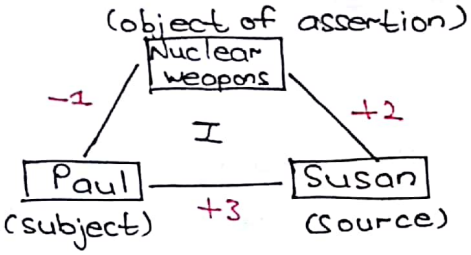
* Congruity Theory

↳ Osgoods, Suci & Tannenbaum

↳ Special case of balance theory:

(i) It deals with deg. of likness & dislikeness

(ii) Attitude change occurs not only towards object of assertion but also source of assertion

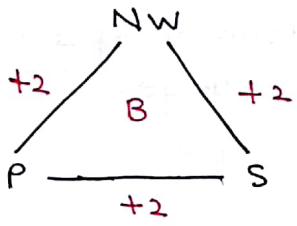


Range $-3 \text{ —— } 0 \text{ —— } +3$

→ Susan believes in nuclear deterrence

→ Paul " " " disarmament

It leads to,

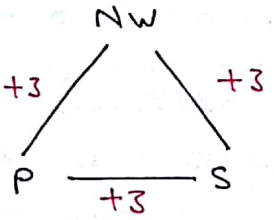


[likeness for Susan reduced as Paul started doubting her values]

[Paul still increases for NW to +2 as he wants to check whether what Susan is saying is true]

↳ He wants to believe it properly & completely and hence -1 changes to +2.

If Paul realises that Susan was right



[other person should be a credible person]

Criticism

(i) Limited applicability

(ii) This theory says that '0' should be highly credible communicator but in life ~~more~~ low - credible communicators can also bring about attitude change. This was neglected.

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19-Mar-2019

Perceptual Theories

* Self Perception Theory

↳ Daryl Bem

↳ People infer their attitudes from their freely profound beh.

↳ Person has 2 roles → Observer
→ Actor

↳ (i) we observe our freely performed beh.
(ii) we look for external justification for the beh.
(iii) If it is not available, we infer that our attitudes resulted in beh.

* In cog. dissonance Theory → Attitude change is an ~~passive~~ active process.

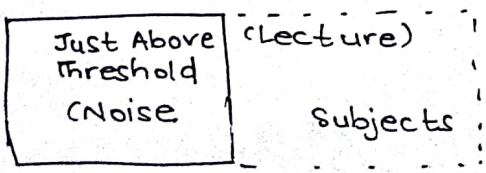
→ Primarily a theory of attitude change.

* Self Perception Theory → Attitude change is a passive process.

→ Primarily a theory of attitude formation.

⇒ Sometimes factors ~~are~~ that cause us to act are present in the env. but we are not aware of them and we ~~ignore/attribute~~ attribute it to ourselves or some other reason.

: Experiment



Subjects could not tell that low attention is due to env. factor. Subjects tell that lecture was boring.

(This is near to Schachter-Singer Theory.

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* Excitation Transfer Theory

↳ Zillman

eg. Anger for some other reason shown onto some other person.

(unconsciously done)

* Exp. to show the role of Festinger's CDT → Attitude change is not just because of self perception.

↳ Steele, Southwick & Critchlow

⇒ 3 groups of students

Grp I :- Write an essay favoring tuition fee increase (counter-attitudinal essay)

Grp II :- Same task as group I

Grp III :- No essay

- Counter-attitudinal essay produced dissonance
- After, the essay, they were asked to taste 4 brands of Vodka and tell which one tastes best (Taste Discrimination Test)
- For group I & III vodka was given but for group II, it was actually water (deception)

Grp I → Alcohol Dissonance condition

Grp II → Water " "

Grp II → Control Group

Q) Which group will show attitude change?

Ans= Grp II

As, Grp III → No question of attitude change as they did not write the essay.

Group I → Anxiety was reduced by vodka

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- Group II → Anxiety was not reduced & hence they changed attitude to reduce dissonance.

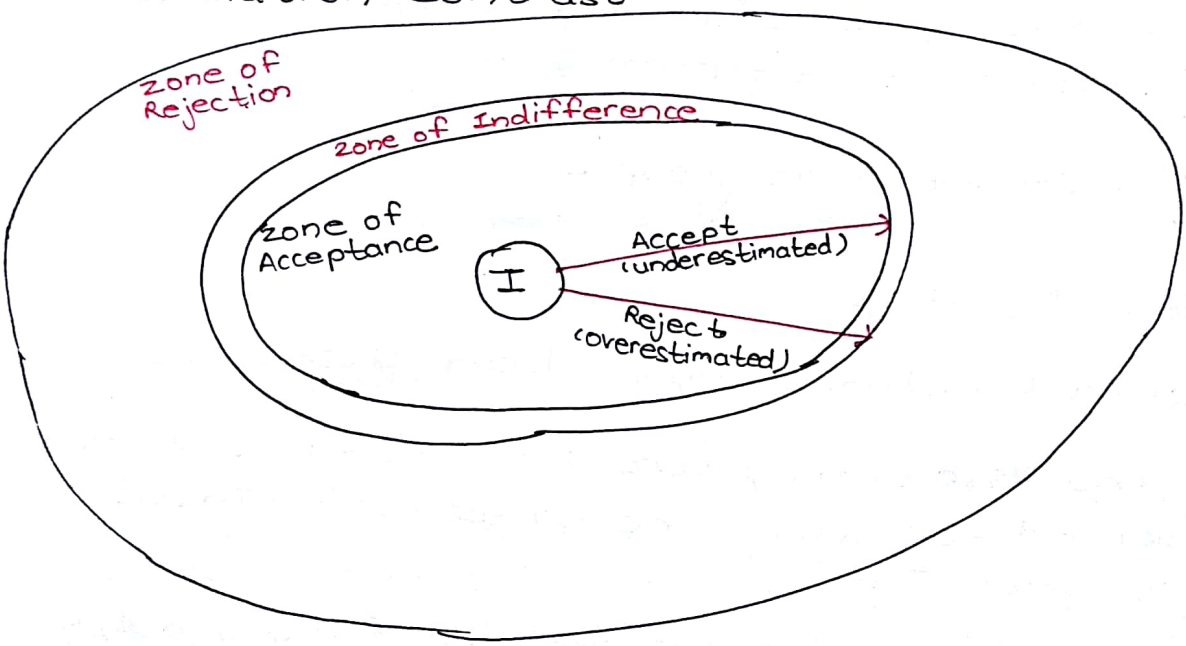
This proves that dissonance does occur & forces a person to change attitude.

∴ Now we believe that there is some truth in both CDT & Self perception theory.

* Social Judgement Theory

↳ Sherif etal

↳ Assimilation-contrast



- **zone of Acceptance** → If a counter attitudinal message falls here, it will be assimilated. Discrepancy bet. msg. & individual is underestimated.

- **zone of Rejection** → Discrepancy bet. individual & msg. is overestimated. Msg is rejected.

⇒ zone of acceptance of target group should be known.

⇒ Msg. should fall into target group's zone of A

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* How to ensure that msg. falls into ZoA.

(i) Framing
(Prospect Theory)

(ii) Source credibility
↳ Higher credibility of source → larger ZoA

(iii) Education level of the target group
↳ higher education level → greater ZoA

(iv) Attractiveness

(v) Receiver friendly symbols

Indifference → Indecisive, uncertain, things don't matter to you.

* Aim is to incorporate indifference into acceptance.

* How to resist persuasion → (i) Source Derogation
(ii) Forewarning
(iii) Immunisation

[If a person keeps irritating you regularly, you will develop resistance to persuasion by him]

* Attribution Theories

Attribution refers to the process of assigning motives to the action of others. It is the process through which we seek to identify the causes of other person's beh. & thus gain the knowledge esp. about their stable traits & dispositions. It refers to the process of making judgements & inferences about the traits and intentions of others.

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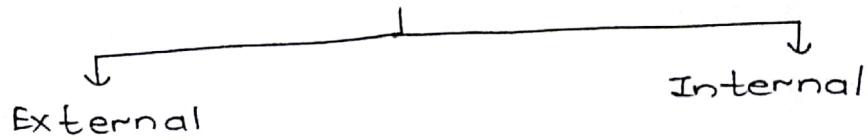
Attribution



Decision Making involves labeling events to be caused by external or internal factors.

- External → Interpreting someone's beh. as being caused by the env. (situation)

- Internal → Interpreting someone's beh. as being caused by internal characteristics of that individual.

(i) Naive Psychology

↳ Heider

↳ 'Common Sense' or 'naive' (greenhorn)

⇒ People explain behaviors of others by attributing them to internal (personal) or external (env.) factors

- External ⇒ Enough environmental evidence to believe that the behavior emanated from environmental factors

- Internal ⇒ Assigning behavior to be caused by an individual's internal characteristics.
  (For this, we should believe that the individual is capable of causing this action)

(ii) Correspondent ~~Interfer~~ Inference Theory

↳ Jones & Davis

→ Attribution is done on the basis of 3 factors:

(a) freely chosen beh.
(b) Social desirability factor
(c) Non common effect

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Non common effect → No common reason in the env. for the beh.
→ Only personal reasons (internal wish)

- If error on these 3 factors → fundamental attribution error
→ correspondence bias.

(iii) Covariation Theory

↳ Kelley

↳ Attribution is done on the basis of 3 factors:

(a) Consistency
(b) Concensus
(c) Distinctiveness

- Generally info. of concensus is not available
↳ false concensus bias → false judgement
- Distinctiveness is a very imp factor. (uniqueness of the beh. in any particular situation)

eg. If a proposal is brought to boss by his secretary & the proposal is rejected.

- If limitation is in boss → internal
- If " " " proposal → External

	External	Internal
(i) Consistency	At various points in time when the proposal is brought, it is rejected	Low consistency
(ii) Distinctiveness	Only this proposal is being rejected	All the proposals are rejected
(iii) Concensus	Other people also reject the proposal	Other people accept the proposal

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* Augmenting Principle → overplaying role of some of the [one or more] factors
* Discounting Principle → underplaying " " " "

⇒ This can lead to attribution errors.

⇒ All the 6 factors are used for attribution.

22-Mar-2019

* Errors in Attribution

(i) false concensus bias

(ii) Self serving bias

(iii) fundamental attribution error

(iv) Actor - Observer Effect

These errors in attribution occurs → they perform some function

⇓

Main function

Self Esteem Protection

- These are conscious
- These att errors are the result of:

a) Selective perception of info

b) " attention " "

c) " interpretation " "

⇒ Individual becomes selective due to insecurity or anxiety present inside the individual.

⇒ Many times, incomplete info. or limited availability of info. can also result in Att. error (Attributional)

⇒ Selective perception, attention & interpretation can also be caused by info. overload

⇒ Culture also plays a role, individualistic & collectivist also lead to att. errors.

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* Sinha's study of Ist gen. university students
  ↳ Att. errors harming self esteem.

* Att. errors → motivation to continue to do things
  eg. 'Just World Beliefs'

* If Cause-effect is not available → correlational method (This can include att. error

⇒ Illusory correlations

⇒ Post hoc fallacy (Ex post facto method)

* Higher Emotional Intelligence → more objective appraisal
  ↳ correct attribution

* Satisficing search strategy is an example of selective perception, attention & interpretation (cognitive misers)

* In collectivistic cultures → less anxiety & hence, less attributional error.

* In individualistic " → more anxiety & hence, more attributional error.

* For low attribution errors ⇒ Big 5 factors
  O C E A (High) N (Less) ⇒ For less Attributi error

* More objective attribution would lead to better performance in sports.

(i) False Concensus bias

↳ Tendency to believe the everyone else shares our beliefs, feelings & behavior.

↳ Attempt to protect our self esteem by assuming that our opinions & behaviors are correct as they

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are shared & approved by others.

↳ the person gets the license to impose his views on others.

(iii) Self serving bias

↳ Tendency of the people to attribute their behavior to external causes and ~~their~~ those of others to internal causes.

→ Primary focus is on the individual (& not others)

→ Take credit for success & deny responsibility for failure.

→ Protects our self esteem

→ In collectivist cultures → less prone to self-serving bias.

→ We are personally responsible for +ve events in life but not blameworthy for failures

↳ It will maintain optimistic beliefs for future success.

(iii) Fundamental Attribution Error → Correspondence Bias

↳ Tendency to make internal attributions over external attributions while judging the behavior of others.

↳ It is called fundamental → most of the people, most of the time made this error.

• Reasons for this error:

a) Perceptual Salience

To understand this, analogy of fig. - ground relationship

⇒ observer's focus is on the actor, rather than the background

⇒ less likely to attribute the beh. to external factors.

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• Fundamental Attribution Error → Leads to development of prejudice.

(ii) Cultural factors

↳ Individuals from individualistic cultures are more prone to this error → you are expected to assume responsibility for your actions

→ excuse giving is considered to be -ve.

* What can be done to reduce this bias:

(i) If you know the individual well → less likely to make this bias.

(ii) When people who make the judgements are made aware that they will be required to publicly justify these judgements.

(iii) As the time passes, people are likely to switch from personal perspective to the situational one.

(iv) If we educate the people about fig. ground relationship & make them aware about ~~itself~~ external events also.

(iv) Actor - Observer Effect

The tendency to attribute our own beh. to externa causes & that of others to internal factors is known as actor observer effect.

Actor → focuses on outside things

Observer → // // the actor

In self serving bias → others are not involved
→ primarily focus is on the individual.

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One reason for this is perceptual salience, when engaged in a particular activity, the actor's attention is typically turned owtwards i.e. towards situation & observer's attention is focused on the actor. Thus, what is salient for observer, is the actor & what is salient for the actor, is the situation.

*Reinforcement Theories

(i) Classical conditioning → Aversive counter conditioning

(ii) Operant " → Reward & punishment

(iii) Observation Learning

* Attitude Measurement

Q) Why we need to measure attitude?

(i) Attitude - beh. link is strong and with the measurement of attitude we can predict beh.

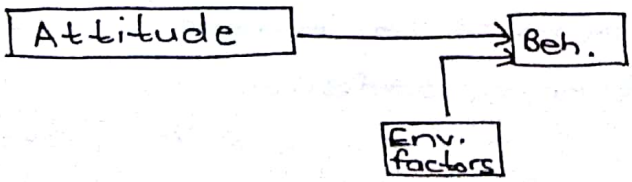
(ii) To know how successful our attitude change program has been, we need to measure individual's attitude before & after the program.

(iii) Sometimes, it is not enough, to know the ~~der~~ direction of the attitude, we also need to know the degree.

* Characteristics of Att. measurement

(Also problems / challenges)

(i) Indirect → therefore it will have element of subjectivity



(ii) Attitude measures include → Cognitive components
→ Affective "

but ignores Action Tendency component.

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(iii) Very difficult to identify zero area / area of no attitude/ neutral area → findings will always be relative (no absolute zero)

(iv) Sometimes no attitude exists yet it is measured.
'Sometimes attitude measured are the artefact of measuring instrument.'
⇒ The way the questions are framed → it will lead to one kind of response only.
(Loaded questions)

(v) Reliability & Validity of Attitude Measures can be asserted only indirectly in the terms of beh.

(vi) Incompleteness of attitude measures
(length of the test)

(vii) Presence of response bias → social desirability, etc.

* Instruments

(i) Disguised & Non-structured

(ii) Disguised & Structured

(iii) Non-disguised & non-structured

(iv) Non-disguised & structured

- Disguised → Motive of testing is not known to the testee.

- Structure → clear cut questions (only 1 interpretation of stimulus presented)
- Non-structured → ambiguous questions (many ")

Q) Elucidate direct methods of Attitude Measurement?

Ans= All methods are indirect → some are less some are less indirect

Less Indirect → Direct

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Scales → Direct

Projective Tests → Indirect

(i) Disguised & Nonstructured

↳ Projective Test → stimulus is ambiguous (non-structured)

→ Disguised as what we are going to assess is not clear to the subject.

⇒ Best part of Projective Test → it is a wholistic instrument

→ it can measure attitudes in the unconscious

(ii) Disguised & Structured

↳ Hammond's error choice technique → motive is not known

→ meaning of questions is comprehensible to all in the same way

eg: a) Avg. salary of war worker during WW I

a) $5 b) $50

(b) Russian decision to remove heavy industry from Austria after WW II was:

a) legal b) Illegal

[They are non factual questions → choose bet. 2 errors]

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⇒ Questions related to wages → if consistent response in favour of:

- ~~higher~~ lower wages → conservative nature
- higher " → liberal nature

⇒ Responses chosen towards one direction → reflection of orientation

eg. American subjects chose Russian actions to be illegal.

(iii) Non-disguised & Non-structured

↳ Study of non verbal behavior → non-disguised

→ they indicate people's attitude

eg. tone, smile

→ non-structured as they are open to interpretation

→ finding deg. of attitude is difficult.

(iv) Non-disguised & structured

a) Likert scale

b) Thurstone Scale

a) Likert Scale

↳ Scale based on summated ratings

↳ 7 steps of test construction

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• Summated ratings

Step 1
a) Write the test items → STEM
→ Response options → correct answers
→ Distractors.

2) Writing Test Items
3) After items are written → Item analysis (giving the test to the subjects for whom the test is designed)
(Preliminary Analysis) Administration
→ R & V will be assessed

5 point scale

a) Strongly Agree	b) Agree	c) Can't say	d) Disagree	e) Strongly Disagree

eg. In a test to measure pro-nationalist attitude
Nationalisation improves the economy of scale [Pro-nationalisation Item]
a) → 5
b) → 4
⋮
e) → 1
} scores

Nationalisation is responsible for economy problems [Anti-nationalisation item]
a) → 1
b) → 2
⋮
e) → 5
} scores

⇒ These scores are summated → to give you a standing w.r.t. your group [for nationalistic attitude]

b) Thurstone Scale

↳ equal appearing interval scale
↳ ideal scale
↳ STEM & Response options
⇒ Likert scale's result did not have universal appeal
↳ they were only relative to the group.

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→ Thurstone's scale has universal appeal

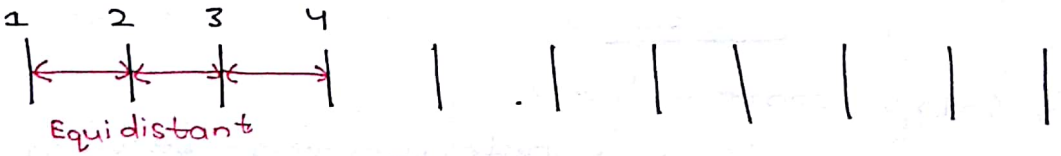
(i) Item written & are collected

(ii) Preliminary Administration → to judges (& not subjects)
→ to assess R & V

Likert's Scale	Thurstone's Scale
→ Pragmatic	→ Ideal
→ Summated Ratings	→ Equal appearing intervals
→ Easy to construct	→ Difficult to construct
→ Relative scores	→ Absolute scores
→ 5 point scale	→ 2 point scale
→ Item analysis by subjects	→ IA by judges

⇒ R & V of both the scales is sufficient

* Judges are given 11 piles & these are equidistant (equal appearing interval) (almost equal ⇒ appears to be equal)



⇒ Thurstone's scale almost gave us objective result

⇒ If not exactly equal → distances bet. piles were comparable

* Nationalisation has improved certain sections of economy (mild pro-national). Similarly strongly pro-national statements will be there.

* Each Judge was given about 500 statements and asked them to put them in the piles.

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Pile 1 Pile 2 . . . . . Pile 11

degree of pro-Nationalisation increasing →

⇒ If there is agreement by the judges → 2 items from each pile are taken for the scale ↓ given to subject

• 2 points ⇒ Yes or No

⇒ Based on the score → Degree of Nationalistic attitude is measured.

⇒ Judges are given a scale from 0.5 – 11.5

So, if bet. 1 & 2 ⇒ median of the score given by the judges is taken
eg. 1.2 & 1.8

⇒ If all the judges are not agreeing to put an item in a particular pile → majority opinion is considered.

⇒ This scale has its value across the globe.

Values

→ Rokeach (major contribution)

→ Values are hypothetical constructs that serve as internal guide for behaving individual. Like attitudes, values make behavioral choices, parsimonious (precise, economical → simplifies DM process) & they make our beh. more predictable.

→ Rokeach → Values refer to basic convictions that specific modes of conduct and/or end states of existence is personally or socially preferable to an opposite or

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converse mode of conduct and/or end state of existence.

Another def. by Rokeach

- Values are abstract ideals, +ve or -ve not tied to any specific object or situation & representing person's beliefs about the modes of conduct.

- Allport

Value refers to anything that yields satisfaction or ~~prof~~ provide a means of satisfaction. A value is not merely a preference but a preference which is considered to be justified morally or through reasoning or by aesthetic judgement usually by the 2 of above or all 3 of above.

Values contain judgemental element in that they carry individuals ideas about what is right, good or desirable. There are 3 dimensions of values:

(i) Quantitative Element → which indicates the worth one allocates to a particular phenomenon.

(ii) Quality of Elasticity → which is demonstrated by the extent to which person holds to his ideals.

(iii) Inter-relationships → which refers to value hierarchy

Attitude	Value
(i) Object tied	(i) Object free
(ii) Concrete & Specific	(ii) Abstract
(iii) More in no.	(iii) Fewer in no. (within a single value, there are many attitudes
(iv) More clearly represented in beh	(iv) Less clearly represented

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Attitude	values
More useful in beh. prediction	Less useful in beh. prediction.
(v) Relatively permanent, difficult to change	(v) More deeply enclosed in the individual's self structure (even more difficult to change)
(vi) Less Centrality	(vi) More centrality (in individual's self)

- Attitudes → Specific predictors of beh.
- Values → General determinants of beh.
  → when applied on object or situation, they become attitude

Attitudes

eg. Value — Truth
→ A_1 (+ve attitude towards a person who writes essay on truth)
→ A_2 (+ve " " " " who conducts truth conferences
→ A_3

* Affective Component → stronger for values (motivation)
* Values → provide energy

attitude → gives direction to the energy

(Attitude against underlying value)
eg. If value is peace but if you favor war with Pak as you belief that peace talks with Pak will not work.

* Characteristics of values

(i) All values have cognitive, affective & action tendency dimensions.

(ii) Values guide our selection of action. They provide the basis for Decision Making.

(iii) Values consist of the mixture of knowledge & beliefs.

(iv) Values are learned & determined by culture, personal experience & societal institutions. They are developed through some kind of experience

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with pain, pleasure, gratification of goal, social approval & disapproval.

(v) Values are analytic constructs & are not object bound.

(vi) Values are highly stable & enduring. They undergo a change as a result of changes in society, self awareness & social situations.

(vii) Values are the result of societal demands & psychological needs. They are the determinants of attitudes, judgements, choices & actions.

(viii) Changes in values represents central rather than peripheral changes & have imp. consequences for other cognitions & social beh.

* Classification of values

- Spranger in his book 'Types of Men', based on dominant interest (values):

(i) Theoretical → search for Truth through critical, rational, enquiry.

(ii) Economic → Money

(iii) Political → power, position

(iv) Religious → spiritual, cosmos

(v) Aesthetic → beauty, harmony, form

(vi) Social → affiliation

* Rokeach

↳ Acc. to him, there is value hierarchy

↳ 2 types of values

(i) Instrumental value (mean value)

(ii) Terminal Value (End value)

Mean Value → following Dharma

End " → Moksha

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* Development of Values

(i) Unfreezing, Moving & Refreezing

(ii) Socialization (very imp. role) →
a) Family
b) School
c) Religion
d) Media
e) Workplace
f) Peers

* Methods / Mechanisms of value Development

(i) Observation Learning
(ii) Identification
(iii) Role Playing
(iv) Participation
(v) Lecturing
(vi) Demonstration
(vii) Discussion
(viii) Debate
(ix) Reward & Punishment

* Based on these methods, various techniques:

a) Conscientization → prick the conscience of the person.

b) Ventilation Method

↳ Discussion group where feelings are released. Teachers debate on the feeling → more clarity of ~~feeling~~ thoughts developed. (confusion & doubts removed)

c) Token task method

d) Profitable Association Method

e) Intense Identification Method

~~f) Rewards & Punishments~~
~~g) Role Playing~~

- Intense Identification → eg. Swami Vivekanand identified with Ramkrishna Paramhans. Adopted his values & later propagated his values.

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- Profitable Association → associate with people with +ve values
- Token task → If all members of a group complete their task → goal is achieved
  → If some members are not able to finish the task, others help them

eg. task of putting up a tent → so all members have to work for it.

⇒ Variety of tasks are given → every member contributes for the achievement of the goal.

⇒ Togetherness, trust, mutuality, etc. are required.

* Instruments

* (i) Moral Judgement Scale by Köhlberg

It utilises 9 hypothetical dilemmas presented one at a time. The respondent states the reasons for his judgement. Though, it is an innorative approach, it has got psychometric weaknesses that limits its reliability & validity. The scoring system & the administration of the test needs to be standardised for it to be more effective

* (ii) Value Survey by Rokeach

It attempts to identify & measure the end states of human existence & the behavioral modes to achieve them. It also attempts to measure the variations in the personal value priorities. Inspite of its abstract nature, VS has given reliable & valid results

(iii) Study of values by Allport & Vernon

↳ It is one of the structured techniques available for value measurement. It is in the questionairre form & is based on 'Typology of Traits' given by Spranger. This questionairre was later revised & was renamed as 'Allport - Vernon & Lindzey Test' - It measures the relative

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importance of the individual to 6 values. Unlike many other paper & pencil test, this test is not only objective but it also enables the psychologist to draw a profile of subject's interest in 6 categories. Men & Women are scored differently on the test & there are ways of adjusting the scores depending upon socio-economic background. It has been found that women score high on aesthetic, social & religious values whereas men score high on theoretical, economic & political values. This inventory has been ~~criticees~~ criticised for giving a very flattering view of human values. R & V happens to be satisfactory.

Interests

- Ross – "A thing that concerns us or matters to us"

- Crow & Crow – It is a motivating force that impels us to attend to a person, thing or an activity or it may be an affective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity & also the result of participation in an activity.

- Interest therefore can be defined as the preference for one activity over another.

- This definition reflects 2 points:

a) Interest involves the selection or ranking of diff. activities along like-dislike dimension

b) Interest involves ~~activities~~ activities or beh. that are indulged by the individual

* Characteristics of Interests

(i) They are innate as well as acquired dispositions.

(ii) They are not fixed or permanent & with changing

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times our interest patterns also change.

(iii) Interests of an individual usually tend to become less varied with increasing age.

(iv) There are individual diff. wrt. interest patterns

⇒ Now, we believe abilities & interests are not always correlated (previously it was believed that they are highly correlated)

⇒ Merely having an ability → does not guarantee interest.

(**) McDongall → Interest is latent attention & attention is interest in action.

(v) Interest can be measured & they make our learning effective

(vi) Interests are ~~str~~ closely related with our basic needs, drives & motives.

(vii) A single person can have many interests & that too of diff. intensity. Two individuals may have the same interest that may differ in intensity.

(viii) Interests & attitudes are related to each other. Interest is nothing but an attitude which causes the individual to seek various activities in a given area. Individual feels less fatigued & more energetic when he takes up an activity in which he is interested.

Values are generalised & dominant interests

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	Interest	values	Attitudes
• Relatively Permanent →	Transitory (not permanent)	RP (higher deg.)	RP (lower deg. than values)
• Cognitive component →	Least cognitive component	Low cognitive component	Highest cognitive component
• Utility in Prediction of beh. →	Less ~~Least~~ ↓ specific prediction (less than attitudes)	Least ~~Less~~ ↓ General Predictor	Highest ↓ Specific prediction (highest)

* Components of Interest

Interest has subjective & objective aspects. In subjective sphere, the emphasis is on the feeling component. Interest may be seen as an emotional attitude which arranges our activities in subjective scale of values. Subjective value is determined by the appeal the object makes to the subject.

If cognitive component becomes high → Interest becomes attitude

⇒ Some scholars believe that cog. component is less, others believe that it is absent.

In objective sphere, the emphasis is on the motor beh. of the individual which is noticeable through an approach & choice of alternative which are equally applicable to the individual. Many researchers have studied interest in the terms of its duration, extensity & intensity. Duration refers to temporal aspect of interest. Intensity is the strength of ~~intensit~~ interest. Extensity is described in the terms of no. of interest that the individual manifests.

(i)
(ii)
(1)

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25-Mar-2019

* Classification of Interests

- **Expressed Interests** → They are manifested when a person states his preference for one activity over another.
- **Manifest Interests** → An interest is made manifest when a person voluntarily participates in the preferred activity
- **Tested Interests** → They are inferred from the individual's knowledge of spatial terminology or relevant info. about the given topic. Such assesments are made through the use of various objective info. oriented tests.
- **Inventoried Interests** → They are measured by the interest test that compare interest of the individual in different activities. This method of assessment required individual to report his likes, dislikes, preferences for the items in the list of items such as activities, occupations, etc. provided to them.

* Development of Interests

(i) Personal factors (Individual factors)
(ii) Social Factors (Environmental factors)

(i) Personal factors

a) Age → Interest decreases with age
b) Gender
c) Physical Health

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d) Mental Health
e) Ideas & motives
f) Sentiments & complexes
g) Patterns of instinctive beh.

(ii) Social factors

(a) Child Rearing Practices
(b) Role Model
(c) Opportunities to pursue hobbies
(d) Socio cultural Status of family
(e) Economic " " "
(f) Education of parents

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